UNIT 1 INTRODUCTION TO LIFE SPAN DEVELOPMENT, DEFINITION, CONCEPT AND CHARACTERISTIC FEATURES

Structure

1.0 Introduction

1.1 Objectives

1.2 Life Span Development

- 1.2.1 Issues in Human Development
- 1.2.2 Stages of Development

1.3 Concept of Life Span Development

- 1.3.1 Definition of Life Span Development
- 1.3.2 Periods of Development
- 1.3.3 Human Development Domains

1.4 Characteristic of Life Span Development

1.5 Significant Facts about Development

1.6 Theories of Child Development

1.7 Let Us Sum Up

1.8 Unit End Questions

1.9 Suggested Readings

1.0 INTRODUCTION

From the moment the human child is first conceived, to the day the individual dies, they keep changing constantly and developing. While some of the changes humans undergo are as a result of chance incidents and personal choices, the vast majority of life changes and stages the human passes through are due to certain common biological and psychological factors partly inherited and partly environmental and are shared by all people.

Life span development deals with important common developmental stages that human beings pass through: birth, infancy, adolescence, adulthood, old age and finally death. As the humans grow up from stage to stage they learn to make use of their body parts, learn how to express themselves and communicate with others, how to form relationship with others, how to care for others, how to love and how to work. In this unit we will be presenting Meaning of Development, issues and stages in development of humans, and then put forward the concept of life span development, and its characteristics and theories of child development.

1.1 OBJECTIVES

After reading this unit, you will be able to:

- define and describe human development;
- define life span development;

SHOUT
SHARE
IT

- identify the human developmental periods;
- describe the processes involved in development;
- explain the key issues involved in human development; and
- analyse the characteristic features of life span development.

1.2 LIFE SPAN DEVELOPMENT

Development describes the growth of humans throughout the lifespan, from conception to death. It refers to development as patterns of change over time. It does not just involve the biological and physical aspects of growth, but also the cognitive and social aspects associated with development. The scientific study of human development seeks to understand and explain how and why people change throughout life. This field examines change across a broad range of topics including motor skills and other psycho physiological processes. Cognitive development involves areas such as problem solving, moral understanding, and conceptual understanding; language acquisition; social, personality, and emotional development; and self-concept and identity formation. Growth is defined as an increase in size; *development* is defined as a progression toward maturity.

Life span development includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage like development, or the extent to which children are born with innate mental structures versus learning through experience. Many researchers are interested in the interaction between personal characteristics, the individual's behaviour, and environmental factors including social context, and their impact on development.

The scientific study of development is important not only to psychology, but also to sociology, education, and health care. By better understanding how and why people change and grow, one can then apply this knowledge to helping people live up to their full potential.

1.2.1 Issues in Life Span Development

A number of major issues have emerged in the study of human development. These issues include the following: Is development due more to genetics or environment? Does development occur slowly and smoothly, or do changes happen in stages? Do early childhood experiences have the greatest impact on development, or are later events equally important?

Continuity and Discontinuity: The question of whether development is solely and evenly continuous, or whether it is marked by age-specific periods. Developmental Psychologists who advocate the continuous model describe development as a relatively smooth process, without sharp or distinct stages, through which an individual must pass.

That is, development is conceived of as a process of the gradual accumulation of a behaviour, skill, or knowledge. In contrast, those who hold to the second view would suggest that developmental change is best characterised as discontinuous in nature.

They describe development as a series of discrete stages, each of which is characterised by what had gone on in the past and how well the child was able to master the developmental tasks of that period etc. These theorists suggest that behaviours or skills often change qualitatively across time, and that new organisations of behaviours, skills, or knowledge emerge in a rather abrupt or discrete fashion.

Stability and Change: Another issue which is of importance to developmental psychologists is the issue of stability versus change. Whether development is best characterised by stability, for example, does a behaviour or trait such as shyness stay stable in its expression over time or change example: Could a person's degree of shyness fluctuate across the life span?

Nature vs. Nurture: Whether the behaviour ultimately developed by the child is due to hereditary factors or environmental factors. This issue of great to psychologists. The debate over the relative contributions of inheritance and the environment is one of the oldest issues in both philosophy and psychology. This debate concerns the relative degree to which heredity and learning affect the behaviour of the individual. Both genetic traits and environmental circumstances are involved in an individual's development, although the amount of influence the two has is not clearly evident. In fact it may be stated that the individual and his or her circumstances decide how much of the behaviour is influenced by heredity factors and how much by environmental factors. Today, most psychologists believe that it is an interaction between these two forces that causes development. Some aspects of development are distinctly biological, such as puberty. However, the onset of puberty can be affected by environmental factors such as diet and nutrition.

1.2.2 Stages of Development

Often, developmental stages are defined by milestones. The term milestone refers to the development that has to take place according to the age of the child. For instance, almost all children start standing and walking at the age of 1 year and more, start saying a few words by the time they are one and half to two years etc. That a developmental stage has been successfully passed is indicated by the child mastering the developmental tasks of the particular period of development. Often, special milestones mark children's accomplishments, such as walking in infancy and entering school in early childhood, and these milestones can help mark children's movement inside and between developmental stages.

Children build new skills and develop new skills on top of old skills and develop progressively from stage to stage; each stage is cumulative. Each stage of development depends on the mastery that had taken place in the previous stage of development and the present stage of development paves the way for mastering tasks in the next stage of development. Thus each stage depends on one another for progress in development. It is the tasks and skills children master that truly identify what stage they are in. Because of this, different children of the same age can be expected to be at different developmental stages.

Children's development progresses at its own rate. Also, children can develop different channels at different rates. For example, a twelve-year-old's body may have already gone through puberty and may look like adolescence's body, but that child may not have the cognitive and social abilities of an adolescent quite yet. It will take a little longer for their mind to catch up with the developments in the body.

Children reach milestones across a wide range of ages. Sometimes children will appear to even skip an entire developmental stage in some channels as they advance quickly in a short amount of time.

Developmental delays can be caused by disease, injury, mental disability, problems developing in the womb, environmental reasons, trauma or unknown factors.

It is generally agreed that there are periods in children's lives in which they become biologically mature enough to gain certain skills that they could not have easily picked up prior to that maturation. For example, only at the age of 3 years the child may be able to have such muscular coordination that he can learn to write very few alphabets when taught so. In other words there is a certain readiness needed to learn a skill and children develop that readiness only at a particular age. For instance you cannot expect a 3 months old baby to stand on his two legs as it is impossible due to the immaturity of the organs that are needed for standing.

Children are ready and open to develop certain things during specific stages but they need proper stimulating environment to develop the concerned abilities. Infants can grow in length and weight if proper and adequate nutrition is made available to them. If however there is a lack of nutrition the child will not grow as expected. This is why it is important for parents to understand how their children are growing and what nutrition to be given at what time etc.

There are children who do not develop as expected, and this could be due to not only physical illnesses but also in certain cases due to sheer neglect by the parent and blatant abuse of the child by the parent .

Self Assessment Questions

1) Define development.

.....

.....

.....

.....

2) What are the issues of developmental psychology?

.....

.....

.....

.....

3) What are the stages of development?

.....

.....

.....

.....

4) Discuss the nature versus nurture controversy.

.....

.....

.....

.....

1.3 CONCEPT OF LIFE SPAN DEVELOPMENT

1.3.1 Definition of Life Span Development

We can define life span development as given below:

"The pattern of change that begins at conception and continues through the life cycle."

Lifespan development can also be defined as a methodical, intra-individual change associated with progressions corresponding to age. The development progresses in a manner implicating the level of functioning.

Life-span developmental psychology is the field of psychology which involves the examination of both constancy and change in human behaviour across the entire life span, that is, from conception to death (Baltes, 1987). Development occurs in different domains, such as the biological (changes in our physical being), social (changes in our social relationships), emotional (changes in our emotional understanding and experiences), and cognitive (changes in our thought processes). Some developmental psychologists prefer to restrict the notion of development only to changes which lead to qualitative reorganisation in the structure of a behaviour, skill or ability (Crain, 2000).

According to one other view (Educational Foundation, 2001) life span development is a process beginning at conception that continues until death. The progression initiates with the emergence of a fetus from a one celled organism. As the unborn child enters the world, the environment in which the child exists begins to influence the child's development.

According to Levinson, the life cycle consists of four 25 year eras. The main developmental periods are child and adolescence, early adulthood, middle adulthood and late adulthood. Each era's transition involves a necessary change in the character of the individual's life and sometimes takes up to six years to complete the change (Smith, 2009).

The study of human development began with Darwin and other evolutionists. Darwin thought if he studied human development he could further prove his theory of evolution (Boyd & Bee, 2006). Rutter and Rutter (1992) used the following as a working definition of development in relation to humans. They stated that life span development is a systematic, organised, intra-individual change that is clearly associated with generally expected age related progressions and which is carried forward in some way that has implications for a person's pattern or level of functioning at some later time.

1.3.2 Periods of Development

Human development periods span the lifetime from conception to the end of life. These periods are as follows, prenatal, early, middle and late childhood, puberty, adolescence, hyhoung adulthood, early, middle and later adulthood old age. As the child grows and approaches adulthood the periods are adolescence, early, middle and late adulthood. Numerous theories have been put forward about the periods of development and the movement from one period to the next stage of development. Various theories attempt to define how movement from one level to the next level of development occurs (Boyd & Bee, 2006). The periods of development are given below. Each period has certain important tasks to accomplish by the individual and depending on the success or completion of the tasks, the

movement to the next stage of development take place. These periods are given below:

- Prenatal
- Infancy
- Early childhood
- Middle and late childhood
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood

The process of development involves interaction of biological, cognitive and social-emotional processes.

1.3.3 Human Development Domains

The domains of development are categories used by scientists. The categories include physical, cognitive and social domains which all characterise human development. The physical domain is characterised by how humans grow and change physically, at all stage of development especially during childhood and adolescence. When the physical changes are maximum, this domain includes how humans view the world as development progresses as a result of physical development and interactions.

Psychological domain focuses on adjustment of the individual to the environment. Adjustment is the process which is essential for survival of the organism. The child has to learn to suck, ingest food, eliminate, breath on own, eliminate on own etc, which activities were taken care of when the child was still within the mother's womb.

Adjustment also is required as the child grows up to learn to eat on own, eliminate as is required and not as the child wishes. The child has to learn to talk, walk, express, communicate and so on. All these adjustments are again necessary if the child has to survive.

Adjustment to self, others and environment are important tasks which become increasingly complex as the child grows ups, and which the child has to accomplish. Success leads to healthy adjustment which failure leads to maladjustment. Adjustments in the way the world is viewed as the body develops are also included in this domain. Cognitive domain focuses on learning, attention, perception and many etc. The manner in which learning takes place and how the child makes progress in school and home are of great importance in the child's growth and development. How these components of cognitive domain functions and improve indicate the progress the child makes. The social domain deals with the adjustment to people that is with others and learn the right ways of interactions. The cognitive domain is concerned with how learning occurs and why memory deteriorates during old age. The social domain contains adjustment in variables within social situations such as personality research, social skills and developing relationships. All the domains operate together and are affected by each other (Boyd & Bee, 2006).

1.4 CHARACTERISTICS OF LIFE SPAN DEVELOPMENT

The life span perspective argues that significant modifications take place throughout development. It consists of development of humans in multidimensional, multidirectional, plastic, multidisciplinary, and contextual factors. The development involves growth, maintenance and regulation.

Changes that occur are interpreted in terms of the requirements of the culture and context of the occurrences. According to Paul Baltes, humans have the capacity, plasticity and the ability for positive change to the environmental demands that are being made on the individual constantly. Throughout life the individual learns ways and means to compensate and overcome difficulties. According to Baltes positive characteristics of growing old such as learning ways to compensate and overcome (Boyd and Bee, 2006) as an important characteristics of old age. These characteristics form a family of beliefs which specify a coherent view of the nature of development. It is the application of these beliefs as a coordinated whole which characterises the life-span approach. The important characteristics beliefs of the life span approach are given below:

1) *Development is Lifelong:* This belief has two separate aspects. First, the potential for development extends across the entire life span: there is no assumption that the life course must reach a plateau or decline during adulthood and old age. Second, development may involve processes which are not present at birth but emerge throughout the life span. No age period dominates during development. Researchers increasingly study the experiences and psychological orientations of adults at different points in their development. Gains and losses in development occur throughout the life cycle.

2) *Development is Multidimensional*: Multidimensionality refers to the fact that development cannot be described by a single criterion such as increases or decreases in a behaviour. It occurs in the biological, cognitive and social emotional domains.

3) *Development is Multidirectional:* The principle of multidirectional maintains that there is no single, normal path that development must or should take. In other words, healthy developmental outcomes are achieved in a wide variety of ways. Development is often comprised of multiple abilities which take different directions, showing different types of change or constancy. Some dimensions or aspects of development may be increasing while others are declining or not changing.

4) *Development is Plastic:* Plasticity refers to the within-person variability which is possible for a particular behaviour or development. For example, infants who have a hemisphere of the brain removed shortly after birth (as a treatment for epilepsy) can recover the functions associated with that hemisphere as the brain reorganises itself and the remaining hemisphere takes over those functions. A key part of the research agendas in developmental psychology is to understand the nature and the limits of plasticity in various domains of functioning. Development can be modified by life circumstances to some extent. Plasticity involves the degree to which characteristics change or remain stable.

5) *Development is Contextual:* Development varies across the different contexts in which we live our lives. For example, social and rural environments are associated with different sets of factors which have the potential to impact

on development; understanding how development differs for individuals within these two settings requires an understanding of the differing contexts. It occurs in the context of a person's biological make-up, physical environment and social, historical and cultural contexts.

6) *Development is Multidisciplinary:* The study of developmental psychology is multidisciplinary. That is, the sources of age-related changes do not lie within the province of any one discipline. For example, psychological methodologies may not be appropriate for understanding factors that are sociological in nature. Rather, an understanding of human development will be achieved only by research conducted from the perspective of disciplines such as sociology, linguistics, anthropology, computer science, neuroscience and medicine.

7) *Development involves Growth, Maintenance, and Regulation:* The mastery of life involves conflict and competition among three goals of human development: growth, maintenance and regulation

8) *Development is Embedded in History:* Development is also historically situated and is always influenced by historical conditions. The historical time period in which we grow up affects our development.

9) *Normative Age Graded Influences:* Biological and environmental influences that are similar for individuals in a particular age group (example: Childhood, Puberty) also influences development.

10) *Normative History Graded Influences:* Biological and environmental influences that are associated with history that are common to people of a particular generation (example: Depression, The AIDS epidemic) also influences.

11) *Non-normative Events:* Unusual occurrences that have a major impact on an individual's life; the occurrence, the pattern, and sequence of these events are not applicable to most individuals (e.g. Death of a parent at young age, getting a serious illness, winning a lottery).

Self Assessment Questions

1) Define life span development.

.....

.....

.....

.....

2) What are the different periods of development?

.....

.....

.....

.....

3) What are the various domains of human development?

.....

.....

.....

.....

4) List out the characteristics of life span development.

.....

.....

.....

.....

1.5 SIGNIFICANT FACTS ABOUT DEVELOPMENT

To understand the pattern of development, certain fundamental facts must be taken into consideration. Each of these has important implications and is explained as follows:

Early foundations are critical: Early foundations are critical because attitudes, habits and pattern of behaviour established during early years determine to a large extent how successfully individuals will adjust in their later life.

Role of maturation and learning in development: Maturation and learning play a significant role in the development. Maturation is unfolding individual's inherent traits. Learning is development that occurs from experience and efforts on the individual's part. Maturation provides the raw material for learning. Generally development is influenced by the interaction of both.

Development follows a definite and predictable pattern: It follows a definite and predictable pattern. There are orderly patterns of physical, motor, intellectual and speech development. Development is governed by certain laws: (i) Cephalocaudal Law- It means that development spreads over the body from head to foot and (ii) Proximodistal Law- It means that development spreads outward from the central axis of the body to extremities.

All individuals are different: No two people react in the same way to the same environmental stimuli and, one can never predict with accuracy how people will react to a situation. These individual differences are significant because they are responsible for individuality in personality make up.

Each phase of development has characteristic behaviour: Each Phase has certain characteristic behaviours. The patterns are marked by periods of equilibrium, when individuals adapt easily to environmental demands and as a result make good personal and social adjustment and by periods of disequilibrium, when they experience difficulty in adaptation, make poor personal and social adjustment.

Each phase has hazards: Each period is associated with certain developmental such as physical, psychological and environment. These hazards inevitably involve adjustment problems. We should be aware of these hazards because awareness of these makes it possible to prevent or to at least alleviate these.

Development is aided by stimulation: While most development occurs as a result of maturation and environmental experiences, much can be done to aid development so that it will reach its full potential. Stimulation is especially effective at the time when ability is normally developing, though it is important at all times.

Development is affected by cultural changes: An individual's development is moulded to confirm to cultural standards and norms, while changes in these standards affect the developmental pattern.

Social expectation with every stage of development: Every stage has certain societal expectation. The individual will be successful in fulfilling those expectations only if s/he is adhering to the rules and regulations of the family and society.

Traditional beliefs about people of all ages: Traditional beliefs about physical and psychological characteristics affect the judgments of others as well as their self evaluation. So long as these beliefs persist, they have a profound influence on the development pattern.

1.6 THEORIES OF CHILD DEVELOPMENT

Though many scientists and researchers have approached the study of child development over the last hundred or so years, only a few of the theories have been influential and these are:

- Freud's psychosexual stage theory
- Erikson's psychosocial stage theory
- Kohlberg's moral understanding stage theory
- Piaget's cognitive development stage theory
- Bronfenbrenner's ecological system theory

In Freud's view, each stage focuses on sexual activity of a particular organ of the body and the pleasure received from the same makes the child indulge in the same again and again. For instance, in the oral phase, children are focused on the pleasures that they receive from sucking and biting with their mouth. In the Anal phase, this focus shifts to the anus as they begin toilet training and attempt to control their bowels. In the Phallic stage, the focus moves to genital stimulation and the sexual identification that comes with having or not having a penis.

During this phase, Freud thought that children turn their interest and love toward their parent of the opposite sex and begin to strongly resent the parent of the same sex. He called this phenomenon as the Oedipus Complex as it closely mirrored the events of an ancient Greek tragic play in which a king named Oedipus manages to marry his mother and kill his father, as he considered the father as rival to his mother's love and affection.

The Phallic/Oedipus stage was thought to be followed by a period of Latency during which sexual urges and interest were temporarily lessened while children develop in all other areas. This is followed by adolescent stage when sexual urges and interest are at their peak. Finally, children were thought to enter and remain in a final Genital stage in which adult sexual interests and activities come to dominate.

Another part of Freud's theory focused on identifying the parts of consciousness. Freud thought that all babies are initially dominated by unconscious, instinctual and selfish urges for immediate gratification which he labeled the Id. As babies attempt and fail to get all their needs and desires met, they develop a more realistic appreciation of what is realistic and possible, which Freud called the "Ego". Over time, babies also learn about and come to internalise and represent their parents' values and rules. These internalised rules, which he called the "Super-

Ego", are the basis for the developing of the child's conscience that deals with the concepts of right and wrong and works with the Ego to control the immediate gratification and urges of the Id.

By today's rigorous scientific standards, though Freud's psychosexual theory is not considered to be very scientific, it is still important and influential today because it was the first developmental theory which considered development of individuals through stages. This gained real attention, and many other theorists used it as a starting point.

Erik Erikson (1902-1994) used Freud's work as a starting point to develop a theory about human development through stages from birth to death. In contrast to Freud's focus on sexuality, Erikson focused on how peoples' sense of identity develops. He looked into the facts as to how people develop or fail to develop abilities and beliefs about themselves which allow them to become productive, satisfied members of society. Because Erikson's theory combines how people develop beliefs psychologically and mentally with how they learn to exist within a larger community of people, it's called a 'psychosocial' theory.

Erikson's stages are eight in number and they are stated in chronological order as they unfold: trust versus mistrust; autonomy versus shame and doubt; initiative versus guilt; industry versus inferiority; identity versus role confusion; intimacy versus isolation; generativity versus stagnation; and integrity versus despair. Each stage is associated with a time of life and a general age span. For each stage, Erikson's theory explains what types of stimulation children need to master that stage and become productive and well-adjusted members of society. It explain the types of problems and developmental delays that can result when this stimulation does not occur.

Stage 1 (from birth to 18 months) Stage 2 (18 months to 3 years) Stage 3 (3-6 years) Stage 4 (6-13 years) Stage 5 (13-20 years) Stage 6 (21-40 years) Stage 7 (41-60 years) and Stage 8 (60 and above)

Lawrence Kohlberg (1927-1987) described three stages of moral development pre conventional, conventional and post conventional. It refers to reasons not to achieve or to people which described the process through which people learn to discriminate right from wrong and to develop increasingly sophisticated appreciations of morality. He believed that his stages were cumulative; each built off understanding and abilities gained in prior stages. According to Kohlberg, moral development is a lifelong task, and many people fail to develop the more advanced stages of moral understanding.

Swiss psychologist Jean Piaget (1896-1990), created a cognitive-developmental stage theory that described how children's ways of thinking developed as they interacted with the world around them. Infants and young children understand the world much differently than adults do, and as they play and explore, their mind learns how to think in ways that better fit with reality.

Piaget's theory has four stages: sensorimotor, preoperational, concrete operational and formal operational. During the sensorimotor stage, which often lasts from birth to age two, children are just beginning to learn how to learn. Though language development, and thus thought, does begin during this time, the more major tasks occurring during this period involve children figuring out how to make use of their bodies. They do this by experiencing everything with their five senses.

The developmental theory of Urie Bronfenbrenner (1917-2005) is not a stage theory. He developed the ecological systems theory to explain how everything

in a child and the child's environment affects the growth and development of the individual. All aspects of environment including the microsystem, the mesosystem, the exosystem, and the macrosystem affect the child's growth and development. For instances, the environment, that is the family or caregivers and their school or daycare. How these interact with the child has effect on how the child develops and grows. The more healthy and nurturing these relationships , the better the child will be able to grow. Also, how a child acts or reacts to his family members will affect how the latter treat the child. Each child's biological requirement and personality traits influence how others treat the child.

When babies are in infancy, they are changing from being totally dependent on caregivers to learning to walk, to talk, to play alongside others, and are realising they are their individual selves. When children enter early childhood, they continue to improve their large and small motor skills as they run and move more smoothly.

They also grow mentally and socially as they enter school and other places where they interact with children. During middle childhood, children continue to grow and improve physically, while also growing mentally as they attend school. They maintain friendships in large same-sex groups and begin forming ideas about gender roles and jobs.

During adolescence, children find themselves growing up and their bodies and physique maturing they become capable reproduction. Teens attempt to assert their individual identity while still needing rules and limits to continue to help them make good life decisions. During later adolescence, young adults begin the tasks of finding a life calling or job and of finding or creating their own next-generation family. Thus there are many theories that explain child development.

Socio Cultural Theory: This theory is proposed by Lev Vygotsky is an emergent theory of development social interaction is given the highest importance. The more knowledgeable other (MKO) and the zone of proximal development (ZPD) were the features of this theory.

Behavioural Child Development Theory: These focus on how interaction with the environment brings about a change in the behaviour of the child. Development of the child is concentrate to be the products of interactions with environment stimulus. The main theory under this category include Ivan Pavlov, B.F Skinner and John Watson.

Social Child Development Theory: According to these theories early relationship with care givers plays a major role in child development. Attachment with the mother or caregiver involves an exchange of comfort, care and pleasure.

1.7 LET US SUM UP

Development describes the growth of humans throughout the lifespan, from conception to death. It refers to development as patterns of change over time. It does not just involve the biological and physical aspects of growth, but also the cognitive and social aspects associated with development.

Life span development includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage like development, or the extent to which children are born with innate mental structures versus learning through experience. As for issues in development, a number of major issues have emerged in the study of human development. These issues include whether development is influenced more by nature or nurture, whether

development occur slowly and smoothly, and whether changes happen in stages. Then we discussed about continuity and discontinuity *in development.* This was followed by discussion on stability versus change in development.

Then we discussed about the stages of development and what is meant by milestones in development. Life span development was then defined and the periods of development were identified as prenatal, infancy, early childhoiod, middle and late childhood, adolescence, early adulthgood, middle adulthood and old age.

Then we took up the domains of development and identified three domains, viz. physical , psychological and social domains. This was followed by listing out the characteristics of life span development which included amongst many development in lifelong, it follows a predictable pattern etc. To understand the pattern of development, certain fundamental facts must be taken into consideration. Each of these has important implications. Following this we discussed theories of development and put forward the major theories.

Development of the lifespan began with Darwin and continues to intrigue psychologists and scientists today. An understanding of how humans develop consists of the domains of physical, cognitive and social domain. The domains occur throughout prenatal, childhood and adult development. As the field expands the controversy of nature versus nurture and continuity and discontinuity continue to perplex those within the field.

1.8 UNIT END QUESTIONS

1) What is life span development?

2) Discuss laws of development.

3) Explain main characteristics of development

4) What are major issues involved in the process of development?

5) Describe significant facts about development.

6) What are the major theories of development?

7) Elucidate the theories of social culture.

8) Explain social learning theory.

1.9 SUGGESTED READINGS

Boyd, D. and Bee, H. (2006). *Lifespan Development* (4th ed.). Upper Saddle River, NJ: Pearson.

Elizabeth B. Hurlock (1980): *Developmental Psychology: A Life-Span Approach*, Mc Graw Hill company.

Rutter, M. and Rutter, M. (1992). *Developing Minds. Challenge and Continuity Across the Life Span*, London: Penguin.

Smith, M. (2009). *Life Span Development and Lifelong Learning*.

WGBH Educational Foundation (2001). Life Span Development Our Amazing Capacity for Change.